EC
TO
EASY

vol. 1

journal abstract analysis
parts, phrases, and tenses usage

Academic Writing Guideline Book

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American Psychological Association Journal
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Analysis done by :

1. Rayyan Akmal Dharma
2. Fakhirah Inayaturrobbani
3. Siti Afifa Choirunissah
4. Dini Raudhatul Jannah
5. Seruni Dewi Fathurahmi
6. Yasmina Jauharini

Edited and Compiled by :

Veronica Widi Handoyowati

PREFACE

This is our project to help you through your difficult time whenever you make any kinds of English paper. We really hope that this simple guideline book makes your way easier. We also hope that you could learn and understand English better. We are so happy to share this knowledge to you. This guideline book only the means, so you still need to push yourself. Thus, whenever your do not have willingness to learn, the knowledge would be just useless.

In truth, we could not achieve our current level of success without strong support group. First of all, our angel teacher, Miss Vero, who is always ready to help anytime. Thank you for always being there in D.6O8 and push our capability more. Secondly, EC brothers and sisters. We deeply appreciate your time, college-knowledge, idea, stuff, and many more for helping us through our first year. Lastly, to our members who make this guideline so wonderfull, each of whom has provided patient advice and guidance throughout the project process. Thank you so much all for your unwavering support.

Last but not least, Mark Twain said that "*Writing is easy. All you have to do is cross out the wrong words*." Here we go, the writing is so easy if you keep on trying. We hope this guideline helps you finding your meaningful path in your journey to be successful. Good luck!
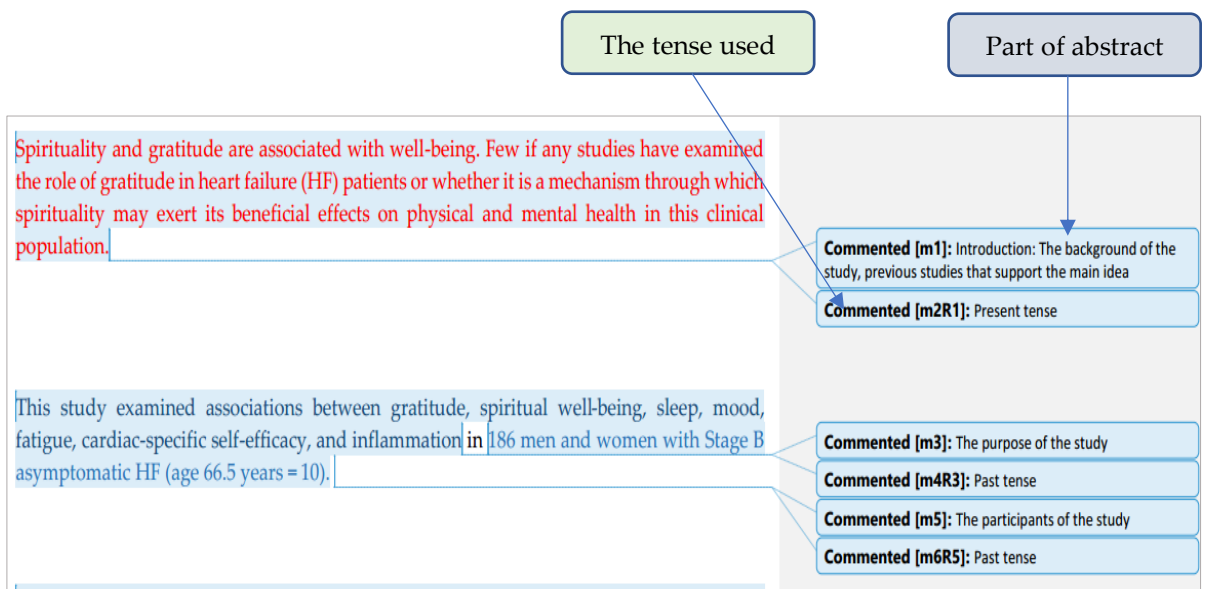
English Community

Guidelines

The book provides the information about the result of journal abstract analysis in the form of structured parts of journal and tenses usage. There are three pages for each abstract comprising one journal abstract and two different purposes of analysis:

1. Analysis of the parts of abstract and the tenses used in each part. Each part is separated by the space and in the comment bubble are the name of the part and the tenses used.

The tense used	Part of abstract

Spirituality and gratitude are associated with well-being. Few if any studies have examined the role of gratitude in heart failure (HF) patients or whether it is a mechanism through which spirituality may exert its beneficial effects on physical and mental health in this clinical population.

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Commented [m5]: The participants of the study

Commented [m6R5]: Past tense

2. Analysis of the highlighted of the examples of the words reflecting the tenses used in each part mentioned above.

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Yellow highlight is for the expressions showing the part of the abstract, for example goal of study and also the verb used in particular tense, for example **examined** (simple past tense verb)

Blue highlight is for the expressions of the verbs used in specific tense, for example **was associate** and **had** presenting the tense used (past tense) in result and discussion part.

CONTENT

Perspectives of Family and Veterans on Family Programs to Support Reintegration of Returning Veterans With Posttraumatic Stress Disorder

Ellen P. Fischer
Central Arkansas Veterans Healthcare System, North Little
Rock, Arkansas; University of Arkansas for Medical Sciences

Michelle D. Sherman
South Central Mental Illness Research, Education and Clinical
Center, Oklahoma City, Oklahoma; University of Oklahoma
Health Sciences Center

Jean C. McSweeney
University of Arkansas for Medical Sciences

Jeffrey M. Pyne and Richard R. Owen
Central Arkansas Veterans Healthcare System, North Little
Rock, Arkansas; University of Arkansas for Medical Sciences

Lisa B. Dixon
VA Capitol Health Care Network Mental Illness Research, Education and Clinical Center, Baltimore, Maryland;
University of Maryland

Combat deployment and reintegration are challenging for service members and their families. Although family involvement in mental health care is increasing in the U.S. Department of Veterans Affairs (VA) system, little is known about family members' preferences for services. This study elicited the perspectives of returning Afghanistan and Iraq war veterans with posttraumatic stress disorder and their families regarding family involvement in veterans' mental health care. Semistructured qualitative interviews were conducted with 47 veterans receiving care for posttraumatic stress disorder at the Central Arkansas Veterans Healthcare System or Oklahoma City VA Medical Center and 36 veteran-designated family members. Interviews addressed perceived needs related to veterans' readjustment to civilian life, interest in family involvement in joint veteran/family programs, and desired family program content. Interview data were analyzed using content analysis and constant comparison. Both groups strongly supported inclusion of family members in programs to facilitate veterans' postdeployment readjustment and reintegration into civilian life. Both desired program content focused on information, practical skills, support, and gaining perspective on the other's experience. Although family and veteran perspectives were similar, family members placed greater emphasis on parenting-related issues and the kinds of support they and their children needed during and after deployment. To our knowledge, this is the first published report on preferences regarding VA postdeployment reintegration support that incorporates the perspectives of returning male and female veterans and those of their families. Findings will help VA and community providers working with returning veterans tailor services to the needs and preferences of this important-to-engage population.

Keywords: veterans, family, PTSD, service preferences

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Commented [ESPU7]: Result and discussion

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The Role of Gratitude in Spiritual Well-Being in Asymptomatic Heart Failure Patients

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Barry H. Greenberg, Ottar Lunde, Alan Maisel, and Ajit Raisinghani
University of California, San Diego

Alex Wood
University of Stirling

Deepak Chopra
University of California, San Diego, and
Chopra Center for Wellbeing, Carlsbad, California

Spirituality and gratitude are associated with well-being. Few if any studies have examined the role of gratitude in heart failure (HF) patients or whether it is a mechanism through which spirituality may exert its beneficial effects on physical and mental health in this clinical population. This study examined associations between gratitude, spiritual well-being, sleep, mood, fatigue, cardiac-specific self-efficacy, and inflammation in 186 men and women with Stage B asymptomatic HF (age 66.5 years $\pm$ 10). In correlational analysis, gratitude was associated with better sleep ($r = -.25$, $p < .01$), less depressed mood ($r = -.41$, $p < .01$), less fatigue ($r = -.46$, $p < .01$), and better self-efficacy to maintain cardiac function ($r = .42$, $p < .01$). Patients expressing more gratitude also had lower levels of inflammatory biomarkers ($r = -.17$, $p < .05$). We further explored relationships among these variables by examining a putative pathway to determine whether spirituality exerts its beneficial effects through gratitude. We found that gratitude fully mediated the relationship between spiritual well-being and sleep quality ($z = -2.35$, $SE = .03$, $p = .02$) and also the relationship between spiritual well-being and depressed mood ($z = -4.00$, $SE = .075$, $p < .001$). Gratitude also partially mediated the relationships between spiritual well-being and fatigue ($z = -3.85$, $SE = .18$, $p < .001$) and between spiritual well-being and self-efficacy ($z = 2.91$, $SE = .04$, $p = .003$). In sum, we report that gratitude and spiritual well-being are related to better mood and sleep, less fatigue, and more self-efficacy, and that gratitude fully or partially mediates the beneficial effects of spiritual well-being on these endpoints. Efforts to increase gratitude may be a treatment for improving well-being in HF patients' lives and be of potential clinical value.

Keywords: heart failure, gratitude, spiritual well-being, inflammation

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Correspondence concerning this article should be addressed to Paul J. Mills, UCSD, 9500 Gilman Drive #0725, La Jolla, CA 92093-0725. E-mail: pmills@ucsd.edu

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"So What Are You?": Inappropriate Interview Questions for Psychology Doctoral and Internship Applicants

Mike C. Parent, Dana A. Weiser, and Andrea McCourt
Texas Tech University

Although psychologists and other professionals have examined biases and discriminatory practices in hiring in many professions, psychologists have not explored their own potential missteps in the interviewing of trainees. The present study sought to investigate whether applicants to psychology doctoral programs and internships were asked inappropriate or illegal questions during their interviews. Data from 303 participants (all of whom interviewed at doctoral programs, 120 of whom interviewed at internship sites) were collected from psychology listservs and from department contacts. Results indicated that nonclinical/counseling/school masters psychology doctoral programs were more likely to ask a potentially inappropriate question than clinical/counseling/school programs and masters programs. Age was unrelated to being asked one's age, although nonheterosexual and non-White participants were more likely to report being asked their sexual orientation or ethnic background, respectively. Finally, qualifications (GPA and GRE scores) were unrelated to being asked an inappropriate question on doctoral interviews, although number of direct client contact hours was negatively related to being asked an inappropriate question on internship interviews. Implications for departmental policy are discussed.

Keywords: doctoral program recruitment, internship recruitment, training, psychology programs

Social scientists have long recognized and investigated the pervasive inequalities found in the job application process. Arvey (1979), in a review of the literature, found that applicants were evaluated differently during interviews based on their gender, race, age, and disability status. More recently, researchers have found that pregnant women, individuals with disabilities, and minorities are more likely to be evaluated negatively during job applications (Bertrand & Mullainathan, 2004; Bragger, Kutcher, Morgan, & Firth, 2002; Hebl & Kleck, 2002). Thus, we as psychologists have keen insight into discriminatory practices that occur in other employment fields. It is surprising then that psychologists have done so little to evaluate our own field to ensure that applicants are provided with a fair, respectful, and culturally competent application experience. To minimize potentially discriminatory hiring practices, interviewers should not ask about personal qualities that may be the basis of discrimination. Whereas such practices are rigidly enforced in most workplace environments, it is unclear whether psychology professionals appropriately follow guidelines when interviewing applicants for graduate school and internship.

The current study assessed whether applicants to psychology doctoral programs and internships report being asked inappropriate questions during interviews. First, we examined whether certain types of programs were reported to be more or less likely to pose such questions during the interview process. Second, we assessed whether certain applicant characteristics were related to being asked inappropriate questions. Finally, we explored whether applicants' qualifications were associated with having been asked these questions.

Legal and Discriminatory Concerns

Beyond concern for applicants' comfort during the interview process and support for diversity, inappropriate questions asked during interviews open universities and internship sites to legal fallout. Federal laws such as the Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967 (ADEA), and Title I of the 1990 Americans with Disabilities Act (ADA) prohibit discrimination in the workplace (Bennett-Alexander & Hartman, 2012). State laws and statutes also provide protection against employment discrimination (Byrd & Scott, 2014). Collectively, these laws and regulations protect against employment discrimination on the basis of factors such as age, disability, race, color, national origin, gender, sexual orientation, gender identity, or pregnancy (Equal Opportunity Employment

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Group Member Affect and Session Evaluations in Intergroup Dialogue

Joseph R. Miles, Joel T. Muller, James E. Arnett III, Jon R. Bourn,
Marlon C. Johnson, and Daniela Recabarren
University of Tennessee, Knoxville

A growing body of research suggests that participation in intergroup dialogue (IGD) is associated with a variety of positive outcomes related to diversity and social justice (Dessel & Rogge, 2008; Gurin, Nagda, & Zúñiga, 2013). Research on intergroup contact (Pettigrew, 1998; Stephan & Finlay, 1999) suggests that this may be because of the affective component of IGD, but little research has examined session-level experiences of emotion in IGD. We examined participants' experiences of positive and negative emotions across 8 sessions in 18 IGD groups at a large public university, and their relationships to group members' perceptions of session depth and smoothness. Across the 8 weeks, we found significant quadratic changes in positive and negative affect, and in session depth and smoothness. In addition, we found significant, positive relationships between positive affect and group members' perceptions of both session depth and smoothness; and a significant, negative relationship between negative affect and perceptions of session smoothness. Results are examined in relation to the 4-stage model of IGD, and session-level implications for cofacilitators of IGD are discussed.

Keywords: critical multicultural education, emotion, intergroup contact, intergroup dialogue, multicultural groups

A large body of literature has highlighted the benefits of diversity in higher education (Gurin, Dey, Hurtado, & Gurin, 2002; Gurin, Nagda, & Lopez, 2004). This research suggests that structural (or numerical) diversity, while important, is not enough to fully realize the benefits of campus diversity (Hurtado, Griffin, Arellano, & Cuellar, 2008). Colleges and universities need to both increase the diversity of their student bodies, while also providing opportunities for genuine intergroup interactions between diverse students (Gurin et al., 2002). Intergroup dialogue (IGD) programs on a growing number of

campuses are providing students with these opportunities to engage in genuine interactions across groups. IGD is a small group intervention that brings together individuals from social identity groups with a history of conflict between them (e.g., people of color and White people; lesbian, gay, and bisexual people and heterosexual people), to build relationships across groups, develop a critical awareness of social identities and social systems, and develop capacities to promote social justice (Zúñiga, Nagda, Chesler, & Cytron-Walker, 2007; Zúñiga, Nagda, & Sevig, 2002).

A growing body of research suggests that participation in IGD is associated with a wide-range of positive cognitive (e.g., increased knowledge of structural inequality); behavioral (e.g., increased perspective-taking abilities, engagement in social action); and affective (e.g., increased empathy; Alimo, 2012; Dessel & Ali, 2012; Dessel & Rogge, 2008; Gurin, Nagda, & Zúñiga, 2013) outcomes. However, much less research has examined the session-level processes involved in producing these positive (vs. null or negative) outcomes. This means that, while we know *that* IGD can work, we know

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Results are examined in relation to the 4-stage model of IGD, and session-level implications for cofacilitators of IGD are discussed.

Keywords: critical multicultural education, emotion, intergroup contact, intergroup dialogue, multicultural groups

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Recognition Without Awareness: Encoding and Retrieval Factors

Fergus I. M. Craik, Nathan S. Rose, and Nigel Gopie
Rotman Research Institute at Baycrest, Toronto, Ontario, Canada

The article reports 4 experiments that explore the notion of recognition without awareness using words as the material. Previous work by Voss and associates has shown that complex visual patterns were correctly selected as targets in a 2-alternative forced-choice (2-AFC) recognition test although participants reported that they were guessing. The present experiments sought to extend this earlier work by having participants study words in different ways and then attempt to recognize the words later in a series of 4-alternative forced-choice (4-AFC) tests, some of which contained *no* target word. The data of interest are cases in which a target was present and participants stated that they were guessing, yet chose the correct item. This value was greater than $p = .25$ in all conditions of the 4 experiments, demonstrating the phenomenon of recognition without awareness. Whereas Voss and colleagues attributed their findings with kaleidoscope patterns to enhanced processing fluency of perceptual attributes, the main factor associated with different levels of recognition without awareness in the present studies was a variable criterion for the subjective state accompanying selection of the "guess" option, depending on the overall difficulty of the recognition test. We conclude by discussing some implications of the results for the distinction between implicit and explicit memory.

Keywords: recognition, awareness, criterion shifts, implicit memory, explicit memory

In real-life decision situations we are often faced with alternatives that seem so equivalent that choice is extremely difficult. Under such circumstances our final selection may feel like an arbitrary choice, although in fact there may be implicit influences acting outside conscious control that bias us toward selecting one alternative over another. The observation that people can make correct choices while believing that they are selecting randomly has a long history in experimental psychology. Studies dating from the 19th century have consistently found that participants can make subtle perceptual discrimination judgments with above-chance accuracy despite claims that they are simply guessing (Adams, 1957; Voss & Paller, 2010). Voss and colleagues have recently provided evidence for a similar effect in recognition memory (Voss, Baym & Paller, 2008). Participants studied a series of kaleidoscope images and then attempted to recognize the studied items among a set of perceptually similar pairs. The study

phase was performed under either full attention (FA) or divided attention (DA) conditions, and the recognition test was either a yes-no test (10 studied targets mixed with 10 similar foils) or a 2-AFC test (10 simultaneously presented target-foil pairs). In the yes-no test, recognition accuracy was good following encoding under FA conditions but very poor following DA at encoding, as one might expect in an explicit memory situation. Surprisingly, however, participants' performance on the forced-choice test was better following DA than FA at encoding. Further experiments revealed that when participants were asked to rate their forced-choice responses as being on the basis of some memory for the studied item or as random guesses, recognition accuracy was higher for responses judged to be guesses than for those thought to be based on memory.

These experiments thus provide evidence for substantial levels of recognition memory when participants believe they are simply guessing—that is, for recognition without awareness. This result was obtained only under very specific conditions, however—when encoding was performed under DA conditions, when the test was 2-AFC, when responding was under a tight time deadline (c. 2 sec from stimulus onset), and when the choice was between two perceptually similar visual patterns. There was essentially no evidence for the effect with a yes-no testing procedure or even with a forced-choice procedure when participants were given unlimited time to respond or when target stimuli were paired with a perceptually dissimilar foil (Voss et al., 2008, Experiments 3 & 4, respectively). A subsequent study revealed a further limitation; the effect was not obtained in the forced-choice procedure when participants were encouraged to respond accurately and guess only when absolutely necessary, although the original result reappeared when participants were encouraged to guess (Voss & Paller, 2010).

Voss and colleagues refer to their finding as "implicit recognition" and suggest that the underlying processes are different both

Recognition Without Awareness: Encoding and Retrieval Factors

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Rotman Research Institute at Baycrest, Toronto, Ontario, Canada

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Self-Reported Psychopathy and Its Association With Criminal Cognition and Antisocial Behavior in a Sample of University Undergraduates

Samantha J. Riopka, Richard B. A. Coupland, and Mark E. Olver
University of Saskatchewan

The present study examined the construct of psychopathy (as assessed via self-report) and its relation to criminal attitudes, criminal thinking styles, and self-reported antisocial behavior in a sample of 248 Canadian university undergraduate students. Participants completed 3 forensic self-report measures (Self-Report Psychopathy: Short Form; Criminal Sentiments Scale–Modified; Criminal Thinking Profile), and a measure of self-reported antisocial behaviour. Moderate to large positive correlations were observed among the 3 forensic self-report measures. Self-reported antisocial behaviours, organized into 2 groups reflecting serious infrequent antisocial behaviours and more frequent but generally less serious rule violations, were significantly positively correlated with several indexes of psychopathy and criminal cognition. Multiple regression analyses revealed that, controlling for Criminal Thinking Profile and Criminal Sentiments Scale–Modified scales, the Self-Report Psychopathy: Short Form Antisocial scale uniquely predicted serious self-reported antisocial behaviour while its Lifestyle scale uniquely predicted more frequent and less severe antisocial behaviour. The present study supports the construct validity of self-report forensic measures in a university undergraduate sample and the relations of self-reported psychopathic traits to criminal cognition and antisocial behaviour.

Keywords: psychopathy, criminal thinking styles, criminal attitudes, antisocial behaviour

Psychopathy is a complex personality disorder characterised by such symptoms as glibness and superficiality, egocentricity, impulsivity, irresponsibility, and lack of remorse or guilt. Individuals with this disorder are well-known for their antisocial and often criminal behaviour (Hare, 2003), and accordingly, much of the extant psychopathy research has featured samples from forensic psychiatric or correctional settings. Within the past decade, however, there has been a proliferation in research activity featuring noncriminal psychopathic individuals in the community. The present review considers psychopathic individuals within both criminal and noncriminal contexts.

Psychopathy and Its Criminal Justice Correlates: The "Unsuccessful" Psychopath?

Individuals scoring high on the Hare Psychopathy Checklist–Revised (PCL–R; Hare, 2003) have higher base rates in forensic or correctional settings, approximately 15% to 25% (Hare, 1996), in contrast to only about 1% in the community (Blair, Mitchell, & Blair, 2005; Coid, Yang, Ullrich, Roberts, & Hare, 2009; Hare, 1996). Psychopathic individuals in general, and those scoring high on PCL–measured psychopathy in particular, commit a larger number of crimes; engage in frequent and diverse criminal behav-

iours, including acts of violence and sexual aggression; are more likely to engage in instrumental or goal-directed acts of aggression; are more likely to breach conditional release; and pose an elevated recidivism risk for a variety of outcomes (Hare & McPherson, 1984; Hare, McPherson, & Forth, 1988; Harpur & Hare, 1994; Hart, Kropp, & Hare, 1988; Kosson, Kelly, & White, 1997; Leistico, Salekin, DeCoster, & Rogers, 2008; Williamson, Hare, & Wong, 1987).

Theory and research concerning the causes and correlates of antisocial behaviour has identified myriad social, psychological, and biological factors that have been found to be no less salient for psychopathic offenders (Patrick, 2006). This includes a relatively enduring pattern of values and beliefs that condone or even legitimize antisocial behaviour, sometimes known as criminal attitudes (Simourd, 1997; Simourd & Hoge, 2000). Research also has demonstrated positive correlations between psychopathy and various self-report measures of criminal attitudes and thinking (Gonsalves, Scalora, & Huss, 2009; Mitchell & Tafrate, 2011; Simourd & Hoge, 2000). It seems reasonable that an individual with pronounced psychopathic traits is more likely to harbor attitudes supportive of antisocial conduct and weak sentiments toward prosocial, selfless behaviour. The mechanism by which this link may be manifested in overt antisocial behaviour is less clear, however, as is whether such a link also occurs in nonoffender populations.

Successful Psychopaths in the Corporate World, Community, and Classroom

Arguably much of the extant literature has focused on the "unsuccessful psychopath," that is, those individuals who come in contact with the justice system when their behaviour eventually

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Psychotherapists as Gatekeepers: An Evidence-Based Case Study Highlighting the Role and Process of Letter Writing for Transgender Clients

Stephanie L. Budge
University of Wisconsin–Madison

In order to receive medically necessary gender-affirming treatments, transgender individuals are required to provide evidence of their readiness for gender transitioning. Most often, this evidence includes 1 letter for hormone therapy and 2 letters for surgery. According to the World Professional Association for Transgender Health (WPATH) Standards of Care (SOC), psychotherapists or other eligible health professionals are the only individuals qualified to write these letters. The present case study examined how psychotherapist gatekeeping and letter writing for a transgender client were intertwined with psychotherapy processes and outcomes. Over the course of 12 months of treatment, the client was assessed through 8 time points using multiple methods. Six of the assessments were conducted with validated outcome measures (baseline; Sessions 5, 10, 15, and 20; and termination); 1 of the assessments was conducted as a clinical interview for letter-writing purposes and additional outcome measures (Session 8); and evaluating the process of letter writing was an aspect of psychotherapy (Session 20). Symptom alleviation, improvement in psychological well-being, and increases in overall quality of life occurred from baseline to termination. Results indicate that psychotherapy assisted with the process of gender transitioning, which in turn improved client outcomes. Recommendations for writing letters for clients who desire a gender transition are included.

Keywords: psychotherapy, transgender, gatekeeping, outcomes, standards of care

In a groundbreaking study, Grant et al. (2011) noted that 75% of transgender individuals (individuals whose current gender identity is not congruent with their sex assigned at birth) have engaged in psychotherapy currently or in the past, with an additional 14% indicating an intention to seek psychotherapy in the future. In comparison, 3.18% of the United States population utilizes psychotherapy (Olfson & Marcus, 2010). Prevalence estimates are outdated and underestimate the actual percentage of transgender people due to solely tracking those individuals who seek sexual reassignment surgery (Olyslager & Conway, 2007). van Kesteren, Gooren, and Megens (1996) estimated that approximately 2–5% of the population identifies as transgender.

As can be expected, a percentage of transgender clients enter therapy with the same concerns of cisgender clients (individuals whose sex assigned at birth is congruent with their current gender identity). Very little research has considered why transgender clients seek therapy at disproportionate rates when compared to other populations. One study indicated that transgender clients seek therapy for a myriad of reasons, including personal growth and help with their gender transition (Rachlin, 2002). However, this research only indicates the goals that transgender clients report when they arrive to therapy. It is likely that the numbers of clients seeking therapy are high for two reasons:

(a) clients who desire medical interventions will need one to two letters from health care providers (Coleman et al., 2012) and (b) clients wish to cope with experiences of prejudice and discrimination (Bess & Stabb, 2009). Though these two reasons may be interrelated for clients, the scope of this article will focus primarily on letter writing.

Very few psychotherapists find themselves in the role of gatekeeper to medically necessary treatments. The World Association for Transgender Health (WPATH) provides Standards of Care (SOC) that recommend standards to be used by all health professionals when working with transgender individuals. The current SOC (Version 7; Coleman et al., 2012) are considered to be the primary recommendations to assist health care providers with relevant and recent research findings and procedures to assist transgender individuals with medical interventions.[1]

Practitioners and clients have expressed mixed feelings about the role the SOC have played within transgender health care (Bockting, Robinson, Benner, & Scheltema, 2004). Previous criticisms of the SOC noted the lack of research that validated the recommendations made within the SOC (Version 6, specifically; De Cuypere & Vercruysse, 2009; Fraser, 2009; Lev, 2009). For example, in SOC Version 6, transgender clients were required to attend psychotherapy sessions for at least 3 months prior to obtaining a letter from their mental health care provider for hormone therapy; they were also required to live as their current gender "full

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Correspondence concerning this article should be addressed to Stephanie L. Budge, Department of Counseling Psychology, University of Wisconsin–Madison, 1000 Bascom Mall, Room 309, Madison, WI 53706. E-mail: budge@wisc.edu

[1] The Standards of Care Version 7 can be accessed at the following website: http://www.wpath.org/uploaded_files/140/files/IJT%20SOC,%20V7.pdf.

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Recommendations for writing letters for clients who desire a gender transition are included.

Keywords: psychotherapy, transgender, gatekeeping, outcomes, standards of care

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Asian Indian International Students' Trajectories of Depression, Acculturation, and Enculturation

Dhara T. Meghani and Elizabeth A. Harvey
University of Massachusetts Amherst

The present study examined group-based differences in depression, acculturation, and enculturation trajectories and identified predictors of depression trajectories for 114 Asian Indian graduate students during their first academic year in the United States. Using group-based trajectory modeling, we identified the following 3 depression trajectories: students in the *low-improving* group began the year with relatively few depressive symptoms, which further decreased over time; students in the *low-stable* group began the year with few depression symptoms, which remained stable over time; and students in the *high-declining* group initially had the highest depressive symptomatology, and their symptoms worsened over time. Acculturation trajectories included a *low-decreasing* group that had the lowest acculturation level initially and became even less acculturated over time; a *high-stable group* that had consistently high acculturation; and a *mid-stable* group that had consistently moderate levels of acculturation. Enculturation trajectories included a *low-decreasing* group that had a relatively lower level of initial enculturation and experienced a reduction in enculturation over time, and a *high-stable* group that showed high levels of enculturation that remained stable over time. One-way analyses of variance (ANOVAs) indicated that higher acculturation, a greater number of in-group sources of support, fewer academic and financial concerns, and lower perceived degree of adjustment at the beginning of the study significantly distinguished among depression trajectories, with the largest differences typically seen between the *low-improving* and *high-declining* groups. Recognition of distinct depression, acculturation, and enculturation patterns and predictors of depression can strengthen support services for Asian Indian international students in U.S. universities.

Keywords: international students, acculturation, depression, social support, Asian Indian

Asian Indian graduate students have comprised the largest or second largest ethnic group of international students on American college campuses since 2000 (Institute of International Education [IIE], 2013), but little is known about their psychological adjustment patterns and acculturation process during their initial transition to the United States. At this writing, we are aware of only two studies of mental health that exclusively focused on Asian Indian international students in the United States (Atri, Sharma, & Cottrell, 2006; Rahman & Rollock, 2004), and two additional studies that included a substantial number of Asian Indian international students in their sample (Rice, Choi, Zhang, Morero, & Anderson, 2012; Tochkov, Levine, & Sanaka, 2010); none of these studies examined psychological adjustment or acculturation/enculturation processes across multiple time points. Although Asian Indian students may be partially buffered from transitional stress by their higher English proficiency compared with students from other Asian countries (Educational Testing Services [ETS], 2007), they, like other international students, are at risk of experiencing difficulties in their psychological and cultural adjustment period (Zhang & Goodson, 2011). Notable societal differences between the United States and India, with Indian culture featuring generally more traditional gender roles and attitudes (Deosthale & Hennon, 2008), strong reliance on interdependence and connectedness with family members throughout the life span (Verma & Triandis, 1999), and expectations of maintaining a deferential and nonconfrontational stance toward teachers (Milner, 2009) may uniquely affect Asian Indian international students' expectations while studying in the United States. A crucial step toward developing effective supports for Asian Indian international graduate students transitioning to the United States via academic institutions involves understanding possible patterns of psychological adjustment and acculturation/enculturation and identifying factors that contribute to psychological adjustment outcomes.

Conceptual Framework

Our work builds on existing theoretical models that provide insight into the nature of psychological adjustment and acculturation trajectories among international students. Theoretical models of culture shock posit a "U-shaped" trajectory of adjustment characterized by a curvilinear relationship between length of time in the United States and cultural and psychological adjustment

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Keywords: international students, acculturation, depression, social support, Asian Indian

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Don't Aim Too High for Your Kids: Parental Overaspiration Undermines Students' Learning in Mathematics

Kou Murayama
University of Reading and Kochi University of Technology

Reinhard Pekrun
University of Munich

Masayuki Suzuki
Showa Women's University

Herbert W. Marsh
Australian Catholic University and King Saud University

Stephanie Lichtenfeld
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Previous research has suggested that parents' aspirations for their children's academic attainment can have a positive influence on children's actual academic performance. Possible negative effects of parental overaspiration, however, have found little attention in the psychological literature. Employing a dual-change score model with longitudinal data from a representative sample of German school children and their parents ($N = 3,530$; Grades 5 to 10), we showed that parental aspiration and children's mathematical achievement were linked by positive reciprocal relations over time. Importantly, we also found that parental aspiration that exceeded their expectation (i.e., overaspiration) had negative reciprocal relations with children's mathematical achievement. These results were fairly robust after controlling for a variety of demographic and cognitive variables such as children's gender, age, intelligence, school type, and family socioeconomic status. The results were also replicated with an independent sample of U.S. parents and their children. These findings suggest that unrealistically high parental aspiration can be detrimental for children's achievement.

Keywords: parental expectation, mathematical achievement, latent difference score model, cross-lagged analysis, aspiration–expectation gap

Supplemental materials: http://dx.doi.org/10.1037/pspp0000079.supp

It has been commonly recognized that parental beliefs and attitudes have substantive effects on their children's academic outcomes (Eccles, Wigfield, & Schiefele, 1998). Among many parental beliefs, parental aspiration for their children's academic achievements has received considerable attention over the past half century in the literature of both psychology and sociology (for a review, see Yamamoto & Holloway, 2010). In psychology, for example, several social–cognitive models like the expectancy-value theory (Parsons, Adler, & Kaczala, 1982; see also Bronfenbrenner & Morris, 1998; Grolnick & Slowiaczek, 1994; Oyserman, 2013) have suggested that parental aspiration can influence children's academic achievement through a socialization processes. In the Wisconsin model of status attainment proposed by sociologists (Sewell, Haller, & Ohlendorf, 1970; Sewell, Haller, & Portes, 1969; see also Kerckhoff, 1976), parental aspiration has been posited to be one of the critical mediators that link family social background to children's educational and occupational attainment.

In accordance with these theoretical predictions, the positive associations between parental aspiration and children's academic attainment have been investigated in numerous empirical studies.

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These results were fairly robust after controlling for a variety of demographic and cognitive variables such as children's gender, age, intelligence, school type, and family socioeconomic status. The results were also replicated with an independent sample of U.S. parents and their children.

These findings suggest that unrealistically high parental aspiration can be detrimental for children's achievement.

Attention-Deficit/Hyperactivity Disorder Developmental Trajectories Related to Parental Expressed Emotion

Erica D. Musser
Florida International University

Sarah L. Karalunas and Nathan Dieckmann
Oregon Health & Science University

Tara S. Peris
University of California, Los Angeles

Joel T. Nigg
Oregon Health & Science University

In the transition from childhood to adolescence, attention-deficit/hyperactivity disorder (ADHD) developmental trajectories diverge. Family environment, as indexed by parental expressed emotion, may moderate these trajectories. 388 children with ADHD and 127 controls were assessed using multi-informant, multimethod diagnostic procedures at up to 3 time points 1 year apart in an accelerated longitudinal design spanning ages 7–13 years. Latent-class growth analysis was used to identify developmental trajectories for parent- and teacher-rated ADHD and oppositional-defiant disorder (ODD) symptoms within the ADHD sample. Parental expressed emotion, criticism, and emotional overinvolvement were coded from a 5-min speech sample at 2 time points, 1 year apart, for 208 of these children and compared among ADHD trajectory groups. Results: Parent-rated hyperactivity yielded a 4-class trajectory solution in latent-class growth analysis; teacher-rated inattention yielded a 3-trajectory solution. Teacher-rated ODD also yielded 3-trajectory solution. A parent-rated high persistent hyperactive group was more likely than the other ADHD groups to have parents with stable high criticism (34.6%, $p < .001$), with ODD symptoms controlled. A teacher-identified high ODD-worsening group was more likely to experience high criticism, particularly the initial time point; (87.5%, $p < .001$), with hyperactivity controlled. Parental criticism, an index of the family environment, is uniquely associated with divergent developmental trajectories among children with ADHD in addition to those associated with ODD symptoms. Lay summary: For many children, ADHD symptoms decrease as they transition to adolescence. Family environmental factors, such as parental criticism, may help explain for whom symptom remission is less likely.

General Scientific Summary
For many children, attention-deficit/hyperactivity disorder (ADHD) symptoms decrease as they transition to adolescence. Family environmental factors, such as high levels of parental criticism, may help explain for whom symptom remission is less likely.

Keywords: adolescence, attention, developmental psychopathology, family, impulsivity

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Few would dispute that attention-deficit/hyperactivity disorder (ADHD) is heterogeneous with respect to biology, cognition, psychosocial context, and developmental trajectory. Of children with ADHD in childhood, 50–70% continue to have a diagnosis of ADHD during the transition to the teen years (Langberg et al., 2008; Molina et al., 2009; for a review, see Sagvolden, Johansen, Aase, & Russell, 2005). While some individuals appear to remit, others experience persistent

problems and serious negative outcomes, including drug abuse/addiction, school dropout, criminality, and antisocial behavior (Barkley, 1990; Biederman et al., 1996; Sibley et al., 2012). However, the determinants and correlates of this late-childhood to early-adolescent divergence are not well understood.

Clarifying determinants of developmental change in ADHD is complicated by normative age-related changes in behavior. In

Erica D. Musser, Department of Psychology, Florida International University; Sarah L. Karalunas, Department of Psychiatry, Oregon Health & Science University; Nathan Dieckmann, School of Nursing, Department of Psychiatry, Oregon Health & Science University; Tara S. Peris, Department of Psychiatry & Biobehavioral Science, Semel Institute, University of California, Los Angeles; Joel T. Nigg, Departments of Behavioral Neuroscience and Psychiatry, Oregon Health & Science University.

Correspondence concerning this article should be addressed to Erica D. Musser, Department of Psychology, Florida International University, 11200 SW 8th Street, AHC 4 455, Miami, FL 33199. E-mail: emusser@fiu.edu

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Client Perceptions of Corrective Experiences in Cognitive Behavioral Therapy and Motivational Interviewing for Generalized Anxiety Disorder: An Exploratory Pilot Study

Jasmine Khattra, Lynne Angus,
Henny Westra, and Christianne Macaulay
York University

Kathrin Moertl
Sigmund Freud Private University

Michael Constantino
University of Massachusetts Amherst

The purpose of the present study was to qualitatively investigate clients' posttherapy accounts of corrective experiences—a proposed common factor and integrative principle of therapeutic change (Castonguay & Hill, 2012)—after completion of either a brief cognitive behavioral therapy (CBT) or motivational interviewing (MI) integrated with CBT (MI–CBT) for generalized anxiety disorder (GAD; Westra, Constantino, & Antony, 2016). Patients' Perceptions of Corrective Experiences in Individual Therapy (PPCEIT; Constantino, Angus, Friedlander, Messer, & Heatherington, 2011) semistructured interviews were completed at therapy termination with 1 MI–CBT client and 1 CBT-only client who met the criteria for recovery. The PPCEIT interviews were audiorecorded, transcribed, and subjected to a grounded theory analysis using qualitative research methods software (ATLAS.ti). Findings indicated that both clients reported positive shifts in their experience of anxiety and increased agency in interpersonal relationships. In particular, the client undergoing integrative MI–CBT treatment reported increased confidence in her own ability to maintain positive changes posttherapy, while the CBT-only client expressed confidence in her application of CBT tools and skills to maintain therapy outcomes. The MI–CBT client attributed the shifts she experienced in therapy to an increased awareness and confidence in her own agency, indicating a potential corrective experience of self, whereas the CBT-only client attributed the positive shifts she experienced to the expertise provided by the therapist. Future research directions are discussed, in addition to implications of integrative CBT approaches, for enhanced clinical outcomes.

Keywords: corrective experience, cognitive behavioral therapy, motivational interviewing, generalized anxiety disorder, shifts in therapy

Alexander and French (1946) introduced the therapeutic principle of corrective emotional experience to describe how patients repair maladaptive interpersonal patterns in the context of

transference-focused, psychodynamic therapy sessions. Specifically, they posited that when psychodynamic therapists provide an opportunity to reexperience and understand early emotional conflicts in the context of a safe, responsive therapeutic relationship, clients begin to challenge and revise negative beliefs and expectations about themselves and others. The definition and nature of corrective emotional experiences has been extensively debated and theorized (Palvarini, 2010) since Alexander and French's original publication in 1946. A shared consensus on what is corrective, what gets corrected, and the mechanisms that underlie meaningful corrective shifts for clients in psychother-

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